

Can Mindfulness prevent Ageism?

*To all the change makers
who believe that the world can be a better place.*

*To the Present moment
and our human ability to strive for life.*

To my beloved ones.

Acknowledgments

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Resumo

O Mindfulness tem sido um tema popular na investigação e tem conquistado muitos praticantes na sociedade ocidental. Apesar das barreiras, os resultados de investigação têm sido promissores - mesmo no âmbito da Psicologia Social. Alguns estudos recentes sugerem que uma breve indução de mindfulness (15 minutos) pode reduzir o enviesamento negativo e aumentar os julgamentos positivos entre as pessoas. Por isso, e abordando o caso específico do idadismo num contexto organizacional, procurámos testar se estas premissas poderiam ser aplicadas à missão de reduzir o idadismo contra os trabalhadores mais velhos num contexto simulado de Recrutamento e Seleção.

No nosso estudo, 80 participantes foram aleatoriamente distribuídos por duas condições experimentais - 2 (Condição de Pensamento: Mindfulness vs Mente Dispersa) x 2 (Condição de CV: Sem idade vs Com idade). Nenhuma interação ou efeitos principais foram encontrados em relação à Condição Pensamento. No entanto, um efeito principal da Condição de CV foi obtido: quando a idade estava presente, e ao contrário do esperado, a maioria dos participantes (76%) escolheu o candidato mais velho para uma entrevista de emprego; quando a idade não estava presente a escolha entre os candidatos foi bastante similar (%_{mais velhos} = 55%, %_{mais jovens} = 46%). O efeito principal e significativo da Condição de CV também foi encontrado em relação à escala de afectuosidade no caso dos trabalhadores mais velhos: quando a idade não estava presente, os participantes perceberam os trabalhadores mais velhos como mais afectuosos do que os participantes que estavam na condição de CV com idade.

Apesar do fato de não termos obtido efeitos de interação, pensamos que o mindfulness tenha contribuído para os resultados obtidos, uma vez que os participantes estavam num estado elevado de mindfulness entre condições ($M_{\text{mindfulness}} = 4.42$, $SD_{\text{mindfulness}} = 1.02$; $M_{\text{wandering}} = 3.94$, $SD_{\text{wandering}} = 1.19$, numa escala de 0 a 6). Mais estudos deverão ser feitos a fim de esclarecer questões ainda não respondidas.

Keywords: mindfulness, idadismo, recursos humanos, estereótipos, Psicologia Budista

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Abstract

Mindfulness has been a hot topic in research and has also conquered many practitioners in our western society. Despite the barriers, research results have been promising – even within the Social Psychology framework. Some recent studies suggest that a brief mindfulness induction (15 minutes) can reduce people's negative bias and increase positive judgements. Therefore, and addressing the specific case of ageism in an organizational context, we tried to test if these assumptions were applicable to the mission of reducing ageism against older workers in a Recruitment and Selection fictitious context.

In our study, 80 participants were randomly assigned to two experimental conditions - 2 (Thinking Condition: Mindfulness vs Mind Wandering) x 2 (CV Condition: Without age vs With age). No interaction or main effects were found in relation to the Thinking Condition. However, a main effect of the CV Condition was found: when age was presented, and contrary to the expected, the majority of participants (76%) selected the older candidate for a job interview; when age was not presented the choice between candidates was quite similar (%_{older}=55%, %_{younger}=46%). A significant main effect of the CV condition was also found in relation to the warmth scale for older workers: when age was not presented, participants perceived older workers as warmer than participants who were in the CV with age condition.

We think that, despite the fact we did not obtained interaction effects, mindfulness contributed the obtained results, since participants were in a high mindfulness state among conditions ($M_{\text{mindfulness}}=4.42$, $SD_{\text{mindfulness}}=1.02$; $M_{\text{wandering}}=3.94$, $SD_{\text{wandering}}=1.19$, in a scale from 0 to 6). Further studies must be done in order to clarify unanswered questions.

Keywords: mindfulness, ageism, human resources, stereotypes, Buddhist psychology

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Glossary of Acronyms

CV – *Curriculum vitae*

CVs – *Curricula vitae*

HR – Human Resources

MAAS – Mindful Attention Awareness Scale

R&S – Recruitment and Selection

SCM – Stereotype Content Model

CHAPTER I - INTRODUCTION

Mindfulness: An Ancient Topic But Still A Toddler In Contemporary Psychology

Although its recent popularity among scientific community (Brown, Ryan, & Creswell, 2007) and its use by psychotherapists within cognitive-behavioural therapy in the last 20 years (Bishop, Lau, Shapiro, Carlson, Anderson, Carmody, & Devins, 2004; Huxter, 2007; Davis & Hayes, 2011), Mindfulness is not an easy construct to define (Langer, 2000) and there is no consensual operationalization of it yet (Bishop, 2002; Bishop, et al., 2004; Arch & Craske, 2006).

While some progress has been made, psychological research on it is in its early beginnings (Hayes & Wilson, 2003). Furthermore, integration of Mindfulness as an object of psychological study is very recent (Brown, Ryan, & Creswell, 2007; Shapiro, 2009) and since it is seen as a consciousness related matter, which has not itself received much attention from psychological research (Brown & Ryan, 2003; Brown, Ryan, & Creswell, 2007), it demands further exploration and operational development as well (Bishop, 2002; Shapiro, 2009).

Embedded in Buddhist Psychology (Bishop, 2002), and several other more western traditions (Brown, & Ryan, 2003; Brown, Ryan, & Creswell, 2007; Shapiro, 2009; Stahl & Goldstein, 2010), Mindfulness has become a popular point of interest and has been considered through many different lenses – it is important to note that each school of thought highlights some more characteristics than others according to its own core. There are also differences between authors and we can also notice that mindfulness has been discussed in Psychology at different theoretical and practical levels (Brown, Ryan, & Creswell, 2007): it is sometimes conceptualized as a simple technique, other times as a broader method and sometimes even as a process which produces outcomes or becomes an outcome itself (Hays & Wilson, 2003).

This can be somehow confusing and elicits a strong need for us to readdress different mindfulness approaches here. For this reason, we will first and briefly go back to the origins of Mindfulness within the Buddhist tradition. Then we will refer mindfulness within the current literature and define how it will be operationalized in the scope of our study. Finally, and before we begin to detail our study in Chapter II, we will relate Mindfulness and its applications to Social Psychology endeavours – more specifically we will propose how Mindfulness may work

as a prevention solution to social stereotyping, prejudice and discrimination against older people within an organizational context.

Back To Origins: Mindfulness As Within Buddhist's Traditions

Mindfulness is usually translated from the Pali¹ word *sati* as “to remember” or “be mindful of” (Brown, Ryan, & Creswell, 2007; Kuan, 2008; Stahl & Goldstein, 2010). Within Buddhism, *sati* is one the fundamental Buddha's teachings² (Kabat-Zinn, 2003; Segall, 2005).

Leaving Buddhism discussion and explanations aside – because it is beyond our scope here - Mindfulness is seen in Buddhist tradition as an ethical practice focused on no harming of ourselves and others, and in which we cultivate a variety of mind and heart matters (Kabat-Zinn, 2003) by nurturing mindful attention and awareness (Brown & Ryan, 2003; Kabat-Zinn, 2003). This means that Mindfulness is seen as a mind training practice in which we calm, clarify and refine our mind, our attention and our action in order to avoid or deal with human suffering (Kabat-Zinn, 2003). This perspective also suggests that thoughts, emotions and feelings are created by us, not being therefore reliable representations of reality (Vandenberghe & Assunção, 2009).

Buddhists develop mindfulness through many meditative practices like sitting with attention on breathing or walking with attention to bodily sensations in the feet (Segall, 2005). These activities aim to drive us into deeper experiences within our body, emotional life, senses, fantasies and consciousness processes - mindfulness development is, within Buddhist tradition, a way to set ourselves free from existential suffering (Segall, 2005) by becoming aware and paying attention to the present moment (Kabat-Zinn, 2003; Vandenberghe & Assunção, 2009).

Mindfulness And Contemporary Psychology

Despite the fact that Buddhists' traditions offer us a great description of the nature of mindfulness, it has been difficult to bring this knowledge and insight to Psychology and scientific language (Hayes & Wilson, 2003; Segall, 2005; Brown, Ryan, & Creswell, 2007; Huxter, 2007;

¹ an Indo-Aryan Language

² Known as *Dharma*, the given name to the Buddha's teachings

Shapiro, 2009). Even within psychologists there has been some kind of divergence and overlap as well, when finding a consensual definition of mindfulness (Bishop, et al., 2004).

However, it is not hard for us to realise the potential of mindfulness on our human experience, even when considering its development aside from Buddhist mindfulness spiritual purpose or any other cultural connections to it (Segall, 2005; Baer, 2003). Psychology has actually paid special attention to mindfulness as a way of amplifying awareness and responding skilfully to negative emotions and behaviours (Bishop, et al., 2004). In addition to this, it is now possible for us to note that mindfulness not only makes us more aware about ourselves, others and reality, but it can also produce positive consequences like greater psychosocial wellbeing, better social relationships, better mental functioning and reduction of specific problems like chronic pain, stress and anxiety (Baer, 2003; Brown, Ryan, & Creswell, 2007).

When we look through the current literature, we may identify two traditions regarding the study of mindfulness: one more Eastern alike, introduced in the West by John Kabat-Zinn, and another one more Western, developed by Ellen Langer (Vandenberghe & Assunção, 2009). John Kabat-Zinn derives his definition of mindfulness from Buddhist tradition and created the *Mindfulness-Based Stress Reduction* program, which claims a more clinical and a more practice-oriented conception of mindfulness and that we will explore in the next? subsection. On the other hand, Langer proposes mindfulness as opposed to mindlessness or the so called “automatic pilot” state of being. Both authors agree with the fact that their conception of mindfulness differ from each other.

Kabat-Zinn (2003) operationally defines mindfulness as “the awareness that emerges through paying attention on purpose, in the present moment, and nonjudgmentally to the unfolding of experience moment by moment” (p. 45). On the other hand, Langer (2000) defines it as “a flexible state of mind in which we are actively engaged in the present, noticing new things and sensitive to context” (p. 20) and in which becomes possible “an active categorization across a multiplicity of dimensions” (Djikic, Langer, & Stapleton, 2008, p. 107).

The first definition implies a more eastern thought - it makes particular emphasis in a non-judgmental way of being and also highlights contemplative practice by meditation (Baer, 2003). Kabat-Zinn (2003) regards meditation as a technique to practice mindfulness and also considers

other more informal practices as mindful walking or eating. The second definition is a more western one and emerges as an opposition to mindlessness, also studied by Langer (e.g. Langer, 1987) and which reports us to the feeling of being on “automatic pilot”, a state where we are ruled by our routines and we do not consciously determine our behaviour (Langer, 2000; Vandenberghe & Assunção, 2009).

John Kabat-Zinn and the Mindfulness-Based Stress Reduction program

As a result of a personal experience, Kabat-Zinn introduced mindfulness in western community on an approach more linked to the eastern conception of Mindfulness (Kabat-Zinn, 2003; Vandenberghe & Assunção, 2009). His intention was to proportionate an intervention not attached to the cultural and religious perspective of Buddhist traditions - the goal was just to offer a way people could explore and deal with their suffering, pain or any other kind of physical or psychological wounds (Kabat-Zinn, 2003; Vandenberghe & Assunção, 2009). Despite the author's attempt, Kabat-Zinn's Mindfulness approach remained close to the spiritual dimension of mindfulness practice through meditation and the spiritual dimension of *dharma* (Kabat-Zinn, 2003; Vandenberghe & Assunção, 2009) and this is a differentiator factor commonly pointed between Langer and Kabat-Zinn's definitions of mindfulness (Vandenberghe & Assunção, 2009).

Accordingly to Baer (2003), the *Mindfulness-Based Stress Reduction* program is one of the most cited methods of mindfulness and it was developed in the context of behavioural medicine. This program consists of an 8 to 10 weeks course in which participants are engaged in several mindfulness meditation teachings and practices – all with the aim of preparing people to focus on an object of their attention, like bodily sensations, and to be aware of it, on a moment to moment base, without judgment (Baer, 2003). This training has the primary goal of offering people with medical conditions like stress, pain or other illness, a way so they can improve their wellbeing by dealing with suffering (Kabat-Zinn, 2003).

Langer's mindlessness and mindfulness research

According to Langer (2000), mindlessness happens by a) *repetition* – we repeat something countlessly and we get so sure of it that we pay no attention to the process, and b) *single exposure* – we receive information by the first time and we take it without questioning,

which leads us to premature cognitive commitment (Vandenberghe & Assunção, 2009). In order of this, Langer defines mindfulness as the contrary of mindlessness (Vandenberghe & Assunção, 2009): mindfulness is therefore a continuous discovery of something novel in our reality that permits us to “be there”, to be attentive to the process and make active distinctions (Langer, 2000; Djikic, Langer, & Stapleton, 2008; Vandenberghe & Assunção, 2009).

Mindfulness’ Operational Definitions

There are definitely differences between the mindfulness’ approaches mentioned in the last section. In the scope of this thesis we cannot have the aim to discuss further on both and examine them in the sense of getting a “foundational stone”, a common ground to work with. Despite this, we want to leave the note that that kind of exploration should be done and we believe that it would simplify mindfulness research in the future.

As Bishop (2002; Bishop, et al., 2004) points out, little or no effort has been made to work on an operational definition of Mindfulness. Despite this, Bishop (2002) affirms that different conceptions have also similarities - each definition found in literature suggests that mindfulness is related to “being in the Present moment” and to “accept reality as it is”, with no judgment. These similarities lead us to the process of attention regulation (Bishop, 2002), in which we are able to disengage from any thought or emotion and be fully awoken in the given situation or moment, leaving aside any positive or negative connotation. This definition seems also compatible with Jon Kabat-Zinn’s notion of mindfulness (e.g. Kabat-Zinn, 2003).

Regarding this, and recognizing the importance of elaborating a mindfulness operational definition, Bishop and colleagues (2004) proposed a model of mindfulness with two components: 1) *attention self-regulation*, and 2) *orientation to experience*. According to these authors, mindfulness is initiated when we bring our awareness and attention to the present experience by observing our thoughts, feelings and sensations in a moment-to-moment base. By doing so, we are able to fully experience the present and detect our thoughts, feelings and sensations as soon as they arise in consciousness (Bishop et al., 2004). Whenever we become distracted, mindfulness enables us to drive back to our initial point of focus (e.g. breath) as Bishop et al. (2004) suggests. Bishop and colleagues (2004) also propose that this phenomenon may inhibit secondary elaborative processing of thoughts, feelings and sensations that arise during a mindfulness

induction. Moreover, this is sustained by the evidence that mindfulness allows us to reduce reactivity and increase our ability to respond in an objectively informed way, without discriminative or categorical biases (Brown, Ryan, Creswell, & Niemiec, 2008).

The second component of Bishop et al. (2004) proposition is “orientation to experience”, meaning that people commit themselves to be curious and open about what they may observe in their mind and body during a mindful moment. Thoughts, feelings and sensations are then initially observed and an effort is made to notice them without judgment (Bishop et al., 2004). As noted by these authors, this model does not represent Langer’s mindfulness conception as an active categorization process and tendency to make new distinctions, or any other psychological aspects related with mindfulness.

In a similar perspective, Brown and Ryan (2003) mention consciousness as a composition of awareness and attention - the first one is our ability to monitor our inner and outer environment, and the second one is our way to direct awareness to a specific stimuli or scope of experience. Mindfulness results from the interrelation of these constructs – when in a mindfulness state, “attention to particular stimuli is possible due to constant background awareness of the environment and one’s own emotions, thoughts and motives” (Sear & Vella-Brodrick, 2013, p. 1127). In this sense, Brown and Ryan define mindfulness as a “receptive attention to and awareness of present events and experience” (Brown, Ryan, & Creswell, 2007, p. 221). Also, when we are mindful or in a mindful state we are open to experience, we act as a whole and we are seeking right action (Brown, Ryan, & Creswell, 2007).

According to Niemiec, Brown, Kashdan, Cozzolino, Breen, Levesque-Bristol, and Ryan (2010), mindfulness differs from the two processing modes described by Epstein (as cited by Niemiec, et al., 2010): 1) an *experiential processing*, characterized by preconscious, automatic, and emotion-laden processing, and 2) a *rational processing*, characterized by logical and relatively affect-free. Departing from self-determination theory (Deci & Ryan, 2000), Brown and Ryan (2003) regard mindfulness as an important aspect of healthy self-regulation which enables us to regulate our implicit and explicit affect (e.g. Arch and Craske, 2006). In this processing mode we are just observers – idea of “self-as-knower” (Niemiec, et al., 2010, p. 346) -, and the contents of consciousness and overt behaviours are simply “on display”.

Brown, Ryan and Creswell (2007) pointed out two reasons why clinical mindfulness approaches are problematic regarding the understanding of the construct: the first one refers to the fact that this kind of approach tends to look after not only mindfulness but also its outcomes (e.g. self-control, compassion); and the second reason mentions the fact that it can provoke confusion between the phenomenon and the methods by which it can be nurtured. In order of this, we adopted Brown and Ryan's (2003) definition of mindfulness: "a receptive attention to and awareness of present events and experience" (Brown, Ryan, & Creswell, 2007, p. 212). Mindfulness is thus a processing mode that contrasts with our natural tendency to engage in cognitive appraisals (Brown, Ryan, Creswell, & Niemiec, 2008) and other mental filters we apply in our contact with reality.

Considering Brown and Ryan's perspective, mindfulness also varies between and within human beings, and also through time (Brown & Ryan, 2003). Some people are more mindful than others, and some people may now be in a higher mindful state while being in a lower mindful state later or in a mindlessness state as Langer (2000) suggests. In sum, mindfulness is therefore a dispositional trait and also a state in which we experience reality as it is (Brown & Ryan, 2003), fully aware and attentive to the experience of the present moment.

Measuring Mindfulness: Mindful Attention Awareness Scale (MAAS)

According to Brown and Ryan (2003), mindfulness can be regarded either like a state or a dispositional trait. With this in mind, Mindful Attention Awareness Scale (MAAS) was developed by Brown and Ryan (2003) with the intent to provide a new mindfulness instrument with the ability to measure individual differences on mindfulness. This scale was later adapted to a shorter form to measure mindfulness as a state, as we will explain.

MAAS is oriented towards "the presence or absence of attention to and awareness of what is occurring in the present rather than on attributes such as acceptance, trust, empathy, gratitude, or the various others that have been associated with mindfulness" (Brown & Ryan, 2003, p. 824). It was also built to be "free of attitudinal, motivational, and other psychological phenomena" (Brown & Ryan, 2003, p. 843). MAAS is composed by 15 items through which individuals specify how frequently they experience each of them, using a 6-point Likert scale from 1 (almost always) to 6 (almost never). To score the scale we must compute a mean of the 15 items. Higher

scores on MAAS indicate higher dispositional mindfulness. The items of this scale involve cognitive, emotional, physical, interpersonal and general domains (Brown & Ryan, 2003). Social desirability is controlled by asking individuals to give responses based on their real experience rather than what they thought they should experience.

A shorter form with 5 items of this scale was also developed to assess mindfulness as a state and has been adapted to assess recent and present experiences of mindfulness. Individuals specify how frequently they experienced each item during a specific experience, using a 7-point Likert scale from 0 (not at all) to 6 (very much). As in the longer form, we must reverse all items and compute a mean of the 5 items. This way, higher scores will also reflect higher state mindfulness.

Application of Mindfulness to Social Psychology Endeavours: The Old Problem of Prejudice, Stereotype and Discrimination

Mindfulness application to the social context has spread along three research areas or issues (Brown, Ryan, Creswell, & Niemiec, 2008): 1) Romantic relationship conflict, 2) Social exclusion by members of an in-group, and 3) Worldview rejection by an out-group member. Despite of being solely related with situations in which self-identity is threatened, the following proposal made us sense and seemed to be a good fit for social stereotyping and discrimination issues: “theorists argue that because mindfulness permits an immediacy of contact with events as they occur, without the overlay of (...) habitual thought, consciousness takes on a clarity and freshness that reduce reactivity and permit more objectively informed responses, unbiased by self-centred biases and prejudices” (Brown, Ryan, Creswell, & Niemiec, 2008, p. 77). Although few in number, and as we will see, some authors have already begun to apply mindfulness in the reduction of negative bias and judgments.

In this section, we will firstly understand what stereotypes are and how they influence the way we deal with reality. We will look to Ageism as a specific case of prejudice, stereotype and discrimination, namely within an organizational context. Secondly, we will make a brief review of works that already applied Mindfulness as a way to reduce negative biases.

Stereotypes: Lenses Through Which We See The World and Others

Research on stereotypes is a well-grounded and traditional area of study in Psychology. The study of stereotypes is, as Marques (2009) pointed out, intertwined with other several central topics in Psychology like attitudes, group behaviour and aggression. As a result, there are many different definitions of what a stereotype is (Marques, 2009). For this reason, we will follow Garcia-Marques and Garcia-Marques' (2003) definition, also adopted by Marques (2009): stereotypes are "cognitive representations about human groups and social categories, frequently socially shared. These representations are frequently linked with value or strong emotional associations that, when they are negative, define 'prejudice'" (p. 11).

According to Schneider (2005), stereotypes are structures of knowledge organized in memory and result from associations between categories and attributes, which in turn have impact on how we encode, store and retrieve information. Stereotypes can be related with different types of categories – broader categories like age, race or gender, or smaller categories like family -, and qualities – personality traits, expected behaviours, physical features and roles (Marques, 2011).

As Marques (2011) highlighted, stereotypes are also socially shared concepts and have an intimate relationship with social values of a certain culture. Despite the existence of more collectivist or individual approaches (for more detail, see Marques, 2011), Schneider (2005) suggests that stereotypes are a combined result from culture and our own individual experience. This means that stereotypes can derive from individual beliefs about groups but also from the culture that a person lives within. According to Fiske and Pavelchak (1986), the activation of stereotypes also conducts to the activation of cognitive and affective information. Therefore stereotypes involve associations between a group and specific qualities (Marques, 2011), which in turn are intertwined with more positive or negative value, and can either be descriptive, evaluative or both (Marques, 2011).

Stereotypes have many functions, but Garcia-Marques and Garcia-Marques (2003) pointed out two of them, already earlier referred by Lippman (as cited by Marques, 2009): 1) a *heuristic function* – they allow us to simplify our complex reality and enable us to understand others' intentions and behaviours -, and 2) a *defensive function* – they are psychological

justifications of social differences and inequalities. This way, stereotypes help us to understand and interact with reality and others.

Allport (as cited by Marques, 2011) noted that categorization was the basic process of stereotyping. Categorization is viewed by social psychologists as a way of simplifying our environment or reality and makes us divide people into groups (Tajfel, Billig, Bundy, & Flament, 1971; Aronson, Wilson, & Akert, 2010) – “us vs them”. Depending on its value and relevance, categorizations may lead to more rigid and extreme stereotyping (Marques, 2009) and, in a negative perspective, they can lead to prejudice – a hostile or negative attitude toward other people -, and discrimination – a negative or harmful action toward others (Aronson, Wilson, & Akert, 2010).

Therefore stereotypes are like lenses through which we see the world and interact with it. They guide our individual experience, but also our social relationships. According to the Stereotype Content Model (SCM), we categorize people or groups within two dimensions: warmth and competence (Lin, Kwan, Cheung, & Fiske, 2005; Fiske, Cuddy, & Glick, 2006; Krings, Sczesny, & Kluge, 2010; Blaine, 2013). This model suggests that people often perceive, judge and differentiate others – at the individual level and at the group level – by liking (warmth dimension) and by respecting (competence dimension) them (Fiske, Cuddy, & Glick, 2006). Warmth has been related to functioning in social relations (Krings, Sczesny, & Kluge, 2010), embracing traits like friendliness, helpfulness, sincerity, trustworthiness and morality (Fiske, Cuddy, & Glick, 2006), while competence has been related to functioning at tasks (Krings, Sczesny, & Kluge, 2010), embracing traits like intelligence, skill, creativity and efficacy (Fiske, Cuddy, & Glick, 2006). We will explore these concepts further in the next subsection that looks to the specific type of stereotyping.

The Particular Case of Ageism

The whole world is ageing (Davey & Glasgow, 2006), especially in Europe, where life expectancy is rising and birth rates are lowering (European Commission, 2014). For these reasons, and many more, ageing has been under policymakers and researchers focus (Hagestad & Uhlenberg, 2005; Cunha, Marques, & Rodrigues, 2014). These efforts have risen in order to promote successful ageing (e.g. Marques, 2009; Cunha, Marques, & Rodrigues, 2014), but also to

understand or notice the negative attitudes and discriminatory acts towards people just because of how old they are.

Ageism is a form of “prejudice by one age group toward other age groups” (Butler, 1969, p. 243). It relates to attitudes, beliefs, feelings and behaviours regarding others’ old age (Marques, 2009; Blaine, 2013). As reviewed by Marques (2009), the most common definition of ageism is based on the tri-partite model of attitudes (Eagly & Chaiken, 1993) by which we may define ageism as having three basic components: 1) *affection*, represented by prejudicial feelings; 2) *cognition*, represented by beliefs and stereotypes regarding age; and 3) *behaviour* or behavioural intentions.

The notion of age as a social category demanding our attention in terms of the study of stereotypes and prejudice is, however, very recent (Levy & Banaji, 2002). Age is an important category of social organization (Hagestad & Uhlenberg, 2005; Marques, 2009) and Riley and Foner (1968), through their model of social stratification, showed us how age has an important role in the process of “matching people and roles”. Also according to Brewer and Lui (as cited by Blaine, 2013), age is a primary social category and therefore it is made automatically, in a thoughtful and deliberative manner.

This type of categorization helps us to simplify our interactions but it can also mislead us (Marques, 2009). As we have seen earlier, categorization makes us to separate people into groups. In the context of Ageism, we separate people regarding their age and make distinctions based on it, which can promote prejudice and discrimination (Hagestad & Uhlenberg, 2005) either towards older or younger people (Marques, 2009).

Generally, older people are associated with lower levels of competence – although these levels are not very low (Blaine, 2013) - and higher levels of warmth (Cuddy & Fiske, 2002; Fiske, Cuddy, & Glick, 2006; Blaine, 2013) when compared with younger people. In what regards to the workplace, for example, older people are often perceived as less competent, harder to train or retrain, less able to change and more expensive to organizations (Blaine, 2013). Despite this negative image, older workers are also perceived as more sociable, trustworthy and reliable than younger workers, although they are seen as less worthy of advancement and less

interpersonally skilled (Blaine, 2013). We will explore more the issue of ageism within the organization context next.

Ageism, Work and Organizations

Despite the efforts of protecting people of being discriminated by age at work (e.g. The Age Discrimination in Employment Act of 1967), ageism at work is still a problem (European Foundation for the Improvement of Living and Working Conditions, 2006; Krings, Sczesny & Kluge, 2010; van den Heuvel & van Santvoort, 2011; Blaine, 2013). The job market seems to be age-biased which in turn leads to discrimination, for example, of older workers regarding hiring practices (Blaine, 2013) and other human resources domains.

Before we further develop how age stereotypes can influence Recruitment and Selection processes, we will briefly explain how these processes work within the majority of organizations. Recruitment and Selection (R&S) processes are, as Ribeiro (2002) put it, ways to find the needed human resources so that organizations can fulfil their goals and strategic needs. Although both contribute for the success, renewal and human richness of an organizational - and are, therefore, highly intertwined -, recruitment and selection are different concepts.

Recruitment is the activity by which organizations attract new potential candidates, while selection involves a filtering and a decision making process about which candidates may be the best fit to an offered position (Chiavenato, 2004). The last implies an inevitable uncertainty (Amit and Schoemaker, as cited by Koch & McGrath, 1996) since it's difficult to accurately predict how well a person will perform when hired. Organizations have then to rely upon R&S processes (Koch & McGrath, 1996) in order to not make two big mistakes: a) to choose the wrong candidates and b) to leave the good candidates to competitors (Ribeiro, 2002).

R&S are consequently two essential processes to find the right candidates and to diminish some of the uncertainty related with this mission. Investing on these processes means to attract the highest number of candidates by using more recruiting sources (Schwab, as cited by Koch & McGrath, 1996), like social networks and partnerships with universities, and to intensively gather information about each potential candidate (Stigler, as cited by Koch & McGrath, 1996). Furthermore, uncertainty can also be reduced by investing on information which enables

recruiters to compare candidates (Koch & McGrath, 1996). This can be accomplished by using selection tasks and testing in order to identify the (un)desirable characteristics.

The first step of a R&S process is the candidates' triage, in which candidates' CVs and cover letters are analysed. Recruiters have then to filter which candidates fill the position requirements and which do not. The selected candidates are maintained on the process and chosen for an interview or testing. As we can infer, CVs are one of the most important tools – they do make a first impression since they present, or intent to present, the candidates' information and characteristics regarding their qualifications, experience, past and training (McQuaie, McQuaie, & McQuaie, 1988), and because of this are one of the most used selection technique (Gatewood & Feild, as cited by Fritzsche & Brannick, 2002).

However, and as in any other process within an organization, R&S processes may be influenced by procedural behaviour resulting from routines, and therefore negatively affected, whereas conscious behaviour should take part (Koch & McGrath, 1996). Moreover, it seems that recruiters base their evaluations on whatever is more salient on each CV when they are presented with time constraints, negative subjective experiences and the need to finish this complex task in an efficient way (Fritzsche & Brannick, 2002).

Congruent with what was said above, recruiters' judgment and their decision regarding candidates' selection may also be influenced by stereotypes which, as earlier explained, can result in prejudice and discrimination. Several reports (e.g. European Foundation for the Improvement of Living and Working Conditions, 2006) and studies (e.g. Krings, Sczesny & Kluge, 2010) show us evidence and make notice of the fact that age is one of the most overspread type of discrimination at work. As Krings, Sczesny and Kluge (2010) noted, younger and older people are both discriminated by age - however, older workers seem to report higher rates of discrimination than younger workers.

The European Foundation for the Improvement of Living and Working Conditions (2006) suggests that for an "age-friendly" recruitment perspective can work, some requirements have to be met like adopting an "age-neutrality" on the part of the recruiting organization, requiring outside assistance from other specialists on employment, giving special orientation or support to older workers recently recruited, and transforming existent employees' perspective on the

recruitment of older workers. These guidelines reinforce the need highlighted by Krings, Sczesny and Kluge (2010): *call for research that investigates mechanisms that drive age discrimination.*

Krings, Sczesny and Kluge (2010) suggest that ageist stereotypes still exist within organizations and therefore leave space to discrimination toward older workers. In their set of studies, these authors found out that people tend to choose more often a younger candidate for a job interview than an older candidate. The experiment consisted in the following: participants were informed that they would be giving their opinion about the quality of some CVs. They received a fictitious job advertisement, two fictitious CVs and a questionnaire. CVs contained information on candidate's educational and professional history, as also other demographic information. One of the CVs was meant to be representative of an older worker (defined by the authors as having more than 50 years old; this was based on the fact that some sources report that age discrimination is frequent at this age - see Krings, Sczesny, & Kluge, 2010, for more detail), and the other one was meant to be representative of a younger worker (defined by the authors as having less than 30 years old).

On both CVs, the candidates were male (to reduce complexity of the experimental design), married, Swiss and had the required educational degree. The professional experience was however different – the older candidate had 14 years of experience while the younger candidate had 8 years. Both candidates had previously worked in the same amount of organizations. The older candidate had though an additional experience as a sales-person. Despite these differences, authors included some control items in the questionnaire given after, in order to assure that differences in selection and stereotypical ratings of older and younger candidates would be attributed to age and not to differences in qualifications.

Participants rated candidates' warmth and competence and their overall qualifications. They were asked to rate from 1 (not at all) to 7 (absolutely) how much likely they would choose each candidate for a job interview and also which candidate would they choose if they had to only select one of the two applicants for a job interview. This study was made with students and replicated with HR professionals – the results were, however, similar. Students and HR professionals reported higher intentions to interview the younger candidate and when they had to choose between candidates the great majority (Students: 74%, HR Professionals: 77%) chose the

younger candidate. In relation to stereotypical content, in both studies the younger candidate was perceived more competent and warmer than the older candidate.

In a similar situation, Vicente (2011) conducted a between-participants 2 (CV with age vs CV without age) x 2 (Hardware Technician vs Lawyer) experiment with HR Professionals as participants. Participants were told that the study had the aim to explore the reasons that underlined the selection of one candidate in detriment of any other.

Firstly, participants were asked to give some demographic information and data related with R&S experience (e.g. participation in triage of candidates). Secondly, they were randomly assigned to one of the four possible conditions: 1) Hardware Technician Profile and CV with age, 2) Hardware Technician and CV without age, 3) Lawyer Profile and CV with age, and 4) Lawyer Profile and CV without age. In each condition, they would only receive a job profile and two candidates' CVs. The job profiles and CVs were constructed by recurring to real cases from R&S processes (see Vicente, 2011, for more details). CVs were pre-tested with help of a HR Director and a HR Professional, both with more than 10 years of professional experience - CVs had to be adequate for the job profiles, both candidates in each profession had to have potential to be selected for an interview and qualitative differences had to exist between the older and younger candidate.

After choosing between candidates for a job interview, participants had also to choose the motives that underlined their selection decision using a given list. The list contained traditional reasons used by HR Professional and that integrate a CV elaboration process (Vicente, 2011): a) *graduation's university*, b) *training*, c) *courses' classification*, d) *payment expectations*, e) *age*, f) *driving license*, g) *fluency in foreign languages*, h) *consistency within CV dates*, and i) *experience*. Vicente (2011) also tested recruiters' perception of older workers and younger workers – a list of competences and stereotyped characteristics was compiled and participants had to rate how Portuguese society associated each trait to older and younger workers, in a scale from 0 (not at all) to 10 (completely).

In relation to the Hardware Technician profession, no differences were found between conditions in what regards the candidates' selection. However, significant differences were obtained in the Lawyer profession – half of participants who were in the CV without age

condition chose the older candidate but all participants who were in the CV with age condition chose the younger candidate. In the Lawyer profession, and when age was presented, age and remuneration expectancies were the motives by which participants made the decision. In the Hardware Technician profession, professional experience was the main reason in which participants based their decision upon when age was presented.

Significant main results were also found in relation to the main effects of the profession (Hardware Technician vs Lawyer) and the CV condition (With age vs Without age). Participants who had the Hardware Technician profile perceived older workers as being more costly to companies by demanding higher salaries and as having a slower work rhythm than participants who had the Lawyer profile. A main effect was also found in what regards the CV condition: participants who had CVs with information about candidates' age reported that older workers were more compliant with schedules than participants who had CVs without information on candidates' age. Vicente's results suggest, therefore, that information about candidates' age acts like a cue for stereotyped judgments.

As we will see later in CHAPTER II – METHOD, our study derives from the two studies described above and, as we will propose, we will try to test if a brief mindfulness induction can change the obtained results in these previous works which clearly claim our attention to the ageism against older workers.

Mindfulness: The Peace Of Mind We Need To See Things Clearly

Since mindfulness is like a particular mode of conscious processing (Niemic, et al., 2010), and its practice brings us to a state in which we see our experience of reality as “severely edited and often distorted through the routinized, habitual, and unexamined activity of our thoughts and emotions” (Kabat-Zinn, 2003), some authors have already applied mindfulness as a self-awareness manipulation in the study of judgment and decision making.

Mindfulness involves a greater receptivity to internal and external stimuli as they occur (Niemic, et al. 2010). In a higher state of mindfulness we are, therefore, more aware in what regards ourselves and others. In the path of this idea, Arch and Craske (2006) studied the effect of a 15 minute mindfulness induction on people's response to affectively valenced external stimuli.

Participants were assigned to one of the following experimental conditions: 1) focused breathing (mindfulness), 2) worry, and 3) mind wandering. Each condition was induced by a recorded instruction with 15 minutes length. In the mindfulness instruction, participants were invited to focus their attention on their breathing - “focus on the actual sensations of breath entering and leaving the body. There is no need to think about the breath—just experience the sensations of it. When you notice that your awareness is no longer on the breathy gently bring your awareness back to the sensations of breathing” (Arch & Craske, 2006, p. 1852). In the worry condition, participants were asked to worry sequentially through six topics: social relations, achievement, money/economics, environment, health, and safety (see Arch & Craske, 2006, for more detail). In the mind wandering condition, participants were asked to think about whatever came to their minds – “simply think about whatever comes to mind. Let your mind wander freely without trying to focus on anything in particular” (Arch & Craske, 2006, p. 1852). This condition is close to our habitual thinking process. The three groups of participants were then exposed to picture slides from the International Affective Picture System in three different moments – one before the mind induction (*focused breathing*, *worry*, or *mind wandering*) and two after it. At each of these three moments, participants saw 3 blocks of slides – a positive, a neutral, and a negative one. The authors found that participants within a focused breathing task (mindfulness manipulation) had more stable and less emotional responses to negative content than participants who were within the other two conditions.

Kiken and Shook (2011) also obtained similar results. Their experiment consisted on a laboratory induction of mindfulness which was compared to an unfocused attention induction, by following the same methodology of Arch and Craske (2006) described above. The sessions were run in groups of approximately six participants who sat in individual cubicles. They were randomly assigned to the two experimental conditions – mindfulness vs unfocused attention –, previously pre-tested with MAAS state scale, from Brown & Ryan (2003), and listened to the respective audio instruction through headphones. After hearing the instruction, participants were assessed with the Positive and Negative Affect Schedule (PANAS), played BeanFest – a computer game where participants have to associate beans with their positive or negative value (see Kiken and Shook, 2011, for more detail) - and completed the Future Events Scale (FES). In the end, participants responded to the MAAS scale and compliance questions. The results showed

that mindfulness reduced negativity bias within the BeanFest task and increased positive judgments (better classification of positive stimuli) within the FES.

These studies seem to propose that mindfulness, even when induced for a brief period, have impact on people's judgment and decision making. Mindfulness practice and mindfulness induction appear to foster self-awareness, which in turn enables us to see our inner and social reality more clearly and accurate. In 1997, Bargh suggested us that the only way to control our automatic biases on behaviour and cognition was "first to be aware of it" (Chen, Pethtel, & Ma, 2010, p. 705). This means that we should be able to actively avoid our stereotyping process in the moment it occurs.

Though, research tells us that this stereotype active suppression does not always work, especially if people are in a high cognitive load or have limited cognitive resources (Najmi & Wegner, 2008). As Chen, Pethtel, and Ma (2010) review, another way to avoid or diminish the effects of stereotypes is to discount or correct our social judgment – however, this may lead us to overcorrection. Wicklund (as cited by Chen, Pethtel, & Ma, 2010) suggested that a more effective way to balance and prevent stereotyped thinking when making an assessment or decision is to use a "self-awareness manipulation". When this type of manipulation is used, participants focus their attention on themselves and, as a result, become more likely to behave in order of their own standards and norms (Carver & Scheier, as cited by Chen, Pethtel, & Ma, 2010).

Chen, Pethtel, and Ma (2010) tried to counteract the automatic biasing effects of age stereotypes by manipulating self-awareness in a 2 (self-awareness: high vs low) x 2 (age stereotype: young vs old) between subjects design. Participants were told that the study was about their abilities to make social judgments under distraction. Initially, all the participants individually sat in front of a computer and read the instructions and eight social judgments about a character. In the high self-awareness condition, participants saw their self-images on a computer screen, while in the low self-awareness condition participants saw images of a stranger. After finishing the first set, half of the participants were assigned to read a set of descriptors related with a young version of the character and the other half was assigned to read a set of descriptors regarding an older version of the character. Participants had to read all the descriptors aloud and create an image of the character based only in the given descriptors. Next, participants were asked to make eight judgments about the character of the task. The authors found that

exposing people to age-related information was enough to activate age stereotypes and influence people's social judgement. Their self-awareness manipulation was also effective in what regards balancing age stereotypes more related with older people: people who were within the high self-awareness condition was more sensible to age information and aware about the social norms against ageism which in turn made them follow and comply with those norms.

It is relatively easy to understand that we often engage in negative social judgments and negative behaviours towards older people even with no conscious intention (Chen, Pethel, & Ma, 2010). Consonant with this, Djikic, Langer, and Stapleton (2008) showed us how the presence of features associated with older people automatically changes our social perception and judgement of people, using a mindfulness manipulation. Following previous studies (e.g. Langer, Bashner, & Chanowitz, 1985), Djikic, Langer and Stapleton (2008) also conducted an experiment to prevent the effect of age-stereotype on behaviour through mindfulness.

Participants were given the information that they would be participating in a research regarding person perception. They were indicated to a table – the experimenter's desk – where they had to read the consent form and were then randomly assigned to one of the experimental conditions: 1) *high mindfulness: sorting photographs by four self-generated categories*, 2) *moderate mindfulness: sorting photographs by four assigned categories*, 3) *low mindfulness: sorting photographs by age*, and 4) *low mindfulness: sorting photographs by gender*. In every condition, participants had to sort photographs four times through the dimension or dimensions solicited. In the condition of high mindfulness, mindfulness was induced by asking participants to sort photographs four times through categories that were generated by them which imply a higher mindfulness state. In the moderate mindfulness condition, participants had also to sort photographs but through categories already established. In the condition of low mindfulness, participants had to sort photographs through a unique given category: age or gender.

The photographs represented younger (less than 30 years old) and older (age above 65 years old) people in order to prime the dimension *Age*. After sorting the photographs, participants were told that the study would be continued in another experimental station and with a different experimenter. Individuals were invited to walk there so they could respond to some questionnaires and finish the study. A third experimenter recorded the time each participant took to walk to the second experimental station, totally unaware of the experimental condition in which

participants had been involved. The results supported their hypothesis: participants who were in a higher mindfulness condition walked faster, activating less the automatic stereotyped behaviour (slow walking) than those who were in a lower mindfulness condition.

Drawing from the studies described in the section of ageism within an organizational context - Krings, Sczesny and Kluge (2010) and Vicente (2011) - and in the studies on the last section about using mindfulness - Arch and Craske (2006), Kiken and Shook (2011) and Djikic, Langer and Stapleton (2008) - and self-awareness manipulations - Chen, Pethel, and Ma (2010) - to counterbalance the way people make age judgments –, we propose that similar effects can be found in relation to a brief mindfulness induction and people's evaluation of potential candidates in a fictitious triage process.

To test if these assumptions and results could be somehow replicated within the ageism towards older people on an organizational background - recruitment and selection processes to be more specific -, our goal in the present study was to conduct an experimental study with a 2 (Thinking Condition: Mindfulness vs Mind Wandering) x 2 (CV Condition: CV without age vs CV with age) between-subjects design.

In our study we expect that mindfulness will prevent ageist stereotypes and discrimination against older workers regarding candidates' selection, since mindfulness enables us to become receptive and able to drive our attention to stimulus. In the present study, we expect that people will be more aware of the cue "age" and therefore avoid ageist decisions and stereotypes, making the most rational choice based on the quality of the CVs. In this sense, in a mindfulness condition, and opposed to a habitual thought situation (mind wandering), participants will choose the older candidate, because he is the candidate whose CV has more quality. Therefore, in a mindfulness condition, we hope to obtain contrary results to what previous studies found, whereas in a mind wandering condition we hope to obtain similar results. We will now present and describe further our goals and general hypothesis to make our assumptions clearer.

Goals and General Hypothesis

The goals of our study are a) to replicate Vicente (2011) results showing that age presented as information on a CV influence candidates' selection to a job position by participants. In this study, we wish to explore if this effect occurs also with people not working in HR positions; and b) to explore how mindfulness may, or may not, impact participants' social judgment and their decision regarding a chosen candidate

In this study, and following Vicente's proposal, our goal is to present a situation where the best choice, due to professional experience, would be the older candidate. In the present study our goal is to use only the Lawyer condition since this was the one that presented results in this study. Based on these findings, we expect that, in a regular situation (i.e., typically related with a more mind wandering condition) if age is not a determinant factor of choice, the older candidate should be the one chosen. However, when age is presented, this would act as cue that should activate ageist representations and we should expect a biased choice and preference for the younger candidate.

On the other side, we expect different effects in a situation of mindfulness. In this case, we hope the bias in the age condition to be overcome and that, regardless of whether age is presented or not as a cue in the CV, the best candidate will be chosen - that is, the older candidate.

Specifically, our study's hypotheses are the following:

H_a: In a mind wandering condition:

1. When age is not presented, individuals will tend to choose more the older candidate
2. When age is presented, people will choose more the younger candidate
3. When age is not presented, participants will rate in more positive stereotypical way the older candidate than when age is presented

H_b: In a mindfulness condition:

1. Whether age is presented or not, people will tend to choose the older candidate

2. Whether age is presented or not, participants will rate in equally positive way the older candidate regarding stereotypical content (warmth and competence)

In the next chapter we will describe the details of our study.

CHAPTER II - METHOD

Design

To test our hypothesis we had a 2 x 2 between subjects design with 2 Thinking Condition (Mindfulness vs Mind Wandering condition) and 2 CVs condition (CV Without age vs CV With age)

Participants

Participants (71 women; 9 men) were 80 people from different backgrounds. Age varied from 20 to 50 years to avoid personal ageism experiences at work as bias³. The average age between participants was, approximately, 33 years old ($M=32.90$, $SD=7.27$). Participants were randomly and equally distributed between conditions: Mindfulness condition and CV without age condition ($n=20$), Mindfulness condition and CV with age condition ($n=20$), Mind Wandering condition and CV without age condition ($n=20$), and Mind Wandering condition and CV with age condition ($n=20$).

Most of participants had a university or polytechnic degree ($n=63$, 78.8%) and none had less than the 9th grade, which used to be the minimum educational level in Portugal, until 2012. Regarding participants' professional situation, 54 (67.5%) said they were employed, 19 (23.8%) said to be unemployed but already had worked, and 7 (8.8%) were simply unemployed.

To control eventual bias, participants were also asked if they had had recruitment or selection experience, either in general or in relation to the specific presented profile in the study (Lawyer), and also if they had had past experience with activities similar to the audio instructions displayed in the beginning of our study. When asked about having recruitment or selection experience, 66.3% ($n=53$) said they had no experience on recruiting or

³ As we mentioned earlier, Krings, Sczesny and Kluge (2010) used age 50 and above as a marker of older male workers

selecting someone for a job position, and 33.8% (n=27) said they had already had that experience. However, in what regards recruitment or selection for the function presented in our study (Lawyer), no one reported to have experience with. Participants were also asked about having similar experiences to those presented in the beginning of the study – *mindful vs mind wandering audio instruction* -, and 51.2% (n=41) of participants said “yes”. None of these experiences or results had impact on our dependent variables, as we will see later.

Instruments and Materials

Mindfulness manipulation and control condition. Similarly to Kiken and Shook (2011), and Arch and Craske (2006) work, we based our experimental mindfulness audio exercise on the work of Kabat-Zinn (1990), and more particularly on a mindful breathing technique. Participants were told they would be listening to an audio instruction with the intent of helping them to perceive things with more awareness about the present moment. We adapted the original English meditation to Portuguese and created a 10 minute audio exercise. Along the instruction, participants were invited to anchor their attention on their breath, experiencing it just the way it was. More instructions were given to participants inviting them to acknowledge and accept any thoughts or feeling that could arise. The control condition was similar to a mind wandering instruction used in previous works (Arch & Craske, 2006 Kiken & Shook, 2011). The exercise was adapted to Portuguese and, as in the mindfulness condition, the audio had approximately 10 minutes. This exercise aims to foster a completely opposed state to mindfulness - a state where people do not focus their attention into the present-moment. The given instructions invited participants to perceive things freely, letting the mind wander and trying not to focus on anything in particular. Examples of the given instructions are “think about whatever came to mind” and “think freely”. The instructions were repeated within a 30 to 60 seconds interval.

Mindful Attention Aware Scale (MAAS). Two different versions of MAAS (Brown & Ryan, 2003) were used – one to measure the state of mindfulness (a 5 item scale, adapted from the original scale), and another one to measure mindfulness as a trait. The first

mentioned version ($\alpha_{\text{state}}=0.81$) was used to verify mindfulness manipulation, as in Kiken and Shook (2011) work, and the second version ($\alpha_{\text{trait}}=0.91$) was used with the aim to control individual differences on mindfulness.

Compliance. To determine participants' compliance, we used two Likert items – 1) *From 1 to 7, to what point did you heard the initial audio instruction?*, and 2) *From 1 to 7, to what point did you find difficult to follow the initial audio instruction?*, both varying between *not at all* and *completely*, and based on Kiken and Shook (2011). Finally, we asked an open question: *What did you think about this experience (listening to the instruction)?*

Candidates' choice. In our study we used two already validated fictitious CVs and an already existent job description (see Vicente, 2011, for more details). In our study we decided to use only Vicente's (2011) Lawyer profile⁴ and respective CVs⁵ for older and younger male works, since it was the profession in which discrimination against older workers regarding selection was significant.

Reasons for choosing. Similar to what was done Vicente's (2011) study, we asked participants about their reasons for choosing a particular candidate, when faced with the selection task. We used a list with the following reasons: a) *graduation's university*, b) *training*, c) *courses' classification*, d) *payment expectations*, e) *age*, f) *driving license*, g) *fluency in foreign languages*, h) *consistency within CV dates*, and i) *experience*. In our study, these reasons were scrutinized by asking participants to express how much they considered each reason important when they had to make a choice between candidates. We used a Likert scale from 1 (*not at all*) to 7 (*very important*).

Warmth and Competence. Being two core dimensions in social judgement (Fiske, Cuddy, Glick, & Xu, 2002; Krings, Sczesny, & Kulge, 2011; Blaine, 2013), we measured competence and warmth by using 8 items – competence: *capable*, *efficient*, *competent*, *intelligent*; warmth: *sincere*, *warm*, *good-natured*, and *benevolent* - also used in the previous studies of Krings, Sczesny, and Kulge (2011) and which were firstly pre-tested. We followed instructions usually used in SMC research and therefore asked participants to

⁴ See Appendix A

⁵ See Appendices B and C

rate how they believed older and younger male workers were considered by Portuguese society, in relation to the eight traits already mentioned. We tested reliability between items (older male workers: $\alpha_{\text{warmth}}=0.86$, $\alpha_{\text{competence}}=0.89$; younger male workers: $\alpha_{\text{warmth}}=0.81$, $\alpha_{\text{competence}}=0.85$) before computing warmth and competence scales for each target age by computing a mean between the correspondent items

Demographics. To give context to our results, we gather some demographic data like *age*, *sex*, *professional status* and *education*, among others.

Procedure⁶

To recruit participants, people were offered one of the following participation prizes: a free CV evaluation or a free participation in an online course. All participants were also automatically able to win a 30€ supermarket voucher by raffle in the end of the study. Participants chose their preferred prize and then booked an experimental session with the researcher.

The session was face-to-face using a personal computer. Environment was controlled and all the required criteria – quiet place, use of headphones – were assessed in each session. Each participant was individually tested.

At the beginning, participants were told the study was focused on Recruitment and Selection –we told them that our intent was to gather data to help us understand which were the best qualities or criteria that would enable us to better evaluate a CV on an R&S process. We also claimed that this would lead us to a more efficient recruitment and selection processes in the future.

When the requirements were all met, participants could start the survey and read the informed consent in which they decided either to participate or not by clicking in the “yes” or “no” button. After this, participants were randomly distributed across two conditions: a)

⁶ For an example of procedure and measures of the study see Appendix D

in one condition, participants would be listening to a mindfulness audio exercise, and b) in another one, participants would listen to a mind wondering audio exercise. At this time, participants were solicited to use the headphones and to click “play” when ready. To mark the end of the audio, a sound of a Tibetan bell would ring. Participants could then remove the headphones and continue the experiment. It’s important to note here that as participants entered in each “phase” of the study they could not turn back and alter previous answers.

In the next phase of the experiment, participants were again randomly distributed between two different conditions, now regarding the CV task: a) in one condition, participants were shown two CVs without information about candidates’ age, and b) in another condition, participants were show the exact same CVs, only adding the detail about candidates’ age. In both conditions, participants had the same profile requirements and job description to base their evaluation and decision. The first CV showed to participants was always the one of the oldest candidate in every condition. After viewing the job profile and CVs, participants were asked if they had already selected or recruited someone in the past to a similar position. Then, they were asked to choose one of the two candidates for a job interview. Participants were also questioned about the motives in which they had based their decision on, like age and experience.

In the next phase of the study, we asked participants to tell us how much they would associate 8 aspects related with competence and warmth, both towards older male workers and younger male workers. After this, participants answered to the shorter and longer versions of MAAS, and also to the compliance questions. In the next and last phase of the study, participants answered to our demographic questions, were thanked and debriefed.

CHAPTER III - RESULTS

Preliminary results

Demographic variables

We verified if our demographic variables (age, sex, educational level, professional situation, experience with recruitment and selection, experience with activities similar to the ones of the audio instruction listened in the beginning of the study) had significant impact on our dependent variables (chosen candidate, motives of choice, stereotyped age characteristics, warmth and competence). No significant differences were found.

Mindfulness individual differences

No significant differences were found on Mindfulness as a trait across conditions.

Manipulation check

Firstly, we verified whether our mindfulness manipulation worked or not. In order of this, we ran a 2x2 Between Subjects Factorial ANOVA with Thinking Condition and CVs condition as between-subjects condition and MAAS state scale as a dependent variable.

There was a significant main effect of Thinking Condition on participants' mindfulness state, $F(1, 73)=3.57$, $p<0.05$ (one-tailed), $\eta^2=0.05$ (Table 1). Participants who were in the mindfulness condition had higher scores on MAAS state scale ($M=4.42$, $SD=0.18$) than participants who were in the mind wandering condition ($M=3.94$, $SD=0.18$) (Table 2). There was a non-significant main effect of CV condition on the MAAS state scores $F(1, 73)=1.82$, $p=0.182$, and there was a non-significant interaction effect between the Thinking Condition and the CV condition on participants' scores of MAAS state scale.

Table 1

Summary of 2 (Thinking Condition: Mindfulness vs Mind Wandering) x 2 (CV Condition: without age vs with age) Between Subjects Factorial ANOVA with Mindfulness state as dependent variable

	Sum of Squares	df	Mean Square	F	<i>p</i>	η^2
Thinking Condition	4.431	1	4.431	3.570	0.063	0.047
CVs Condition	2.253	1	2.253	1.815	0.182	0.024
Thinking Condition x CVs Condition	0.337	1	0.337	0.271	0.604	0.004
Residual	90.608	73	1.241			
Total	97.685	76				

Table 2

Mean values and standard deviations of Mindfulness state in each experimental condition

	CV Condition					
	Without age		With age		Grand Mean	
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Thinking Condition						
Mindfulness	4,18	1,01	4,65	1,01	4,42	1,02
Mind Wandering	3,83	1,24	4,04	1,16	3,94	1,19
Grand Mean	3,99	1,14	4,34	1,12	4,17	1,13

We also verified participants' compliance with our audio instructions. In order of this, we ran two separate 2 x 2 Between-Subjects Factorial ANOVA with Thinking Condition and CVs condition as between-subjects condition and Instruction Following and Instruction Difficulty as dependent variables.

In what regards compliance with following our initial audio instructions, no interaction effects were found. There was a non-significant main effect of the Thinking Condition ($F(1, 76)=0.796, p=0.38, \eta^2=0.01$) and a significant main effect of the CV condition ($F(1, 76)=4.110, p < 0.05, \eta^2=0.05$) (Table 3). This means that participants who were in the mindfulness condition ($M=5.43, SD=1.22$) and participants who were in the mind wandering instruction ($M=5.15, SD=1.56$) reported similar rates of compliance in relation to following the given audio instructions (Table 4). However, participants who were in a CV without age condition reported less compliance in following their assigned instruction ($M=4.97, SD=1.37$) than participants who were in a CV with age condition ($M=5.60, SD=1.37$) (Figure 1). No other significant result was found.

Table 3

Summary of 2 (Thinking Condition: Mindfulness vs Mind Wandering) x 2 (CV Condition: without age vs with age) Between Subjects Factorial ANOVA with instructions compliance as dependent variable

	Sum of Squares	df	Mean Square	F	<i>p</i>	η^2
Thinking Condition	1.51	1	1.51	0.796	0.375	0.010
CVs Condition	7.81	1	7.81	4.110	0.046	0.051
Thinking Condition x CVs Condition	0.61	1	0.61	0.322	0.572	0.004
Residual	144.45	76	1.90			
Total	154.39	79				

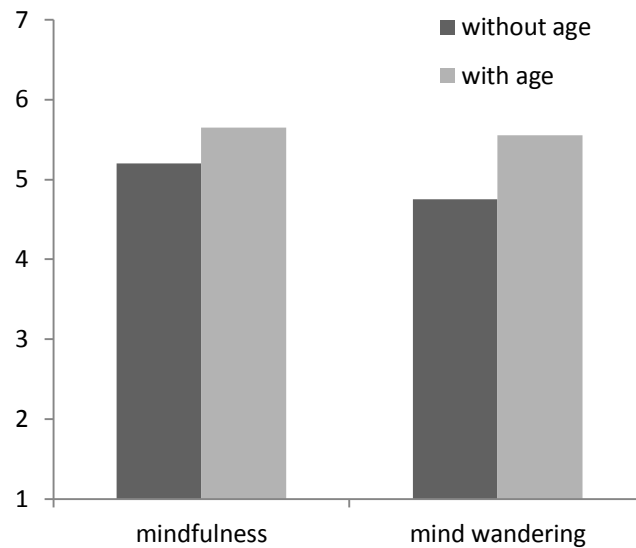
Table 4

Mean values and standard deviations of instructions compliance in each experimental condition

	CV Condition					
	Without age		With age		Grand Mean	
	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>	<i>Mean</i>	<i>SD</i>
Thinking Condition						
Mindfulness	5.20	1.240	5.65	1.182	5.43	1.217
Mind Wandering	4.75	1.482	5.55	1.572	5.15	1.562
Grand Mean	4.97	1.368	5.60	1.374	5.29	1.398

Figure 1.

Compliance with instructions following across conditions.



In relation to the difficulty felt by participants on following our initial audio instruction (Table 5), no significant results were found.

Table 5

Summary of 2 (Thinking Condition: Mindfulness vs Mind Wandering) x 2 (CV Condition: without age vs with age) Between Subjects Factorial ANOVA with instruction difficulty as dependent variable

	Sum of Squares	df	Mean Square	F	<i>p</i>	η^2
Thinking Condition	3.200	1	3.200	0.830	0.365	0.011
CVs Condition	0.450	1	0.450	0.117	0.734	0.002
Thinking Condition x CVs Condition	0.200	1	0.200	0.052	0.820	0.001
Residual	292.900	76	3.854			
Total	296.750	79				

Participants' decision: older vs younger worker

On Table 6 we present the frequency results of participants who chose the older candidate. As we previously stated, our hypothesis is that our Thinking Condition (Mindfulness vs Mind Wandering) and CV Condition (Without age vs With age) would have impact on participants' decision regarding the chosen candidate (older male worker vs younger male worker). To analyse whether our manipulations had an effect on the candidate of choice we did a logistic regression where we regressed the choice on Thinking Condition, CV Condition and the interaction of these terms. We found a significant main effect of the CV condition on the chosen candidate ($B=-1.53$, $SE=0.77$, $p<0.05$). The regression's results are presented on Table 7. No other results were found.

Table 6

Frequency results regarding participants' chosen candidate across conditions in relation to the older candidate.

Thinking condition		CV Condition		Total
		Without age	With Age	
Mindfulness	Count	11	17	28
	% within Thinking condition	39,3%	60,7%	100,0%
	% within CV condition	50,0%	54,8%	52,8%
	% of Total	20,8%	32,1%	52,8%
Wandering	Count	11	14	25
	% within Thinking condition	44,0%	56,0%	100,0%
	% within CV condition	50,0%	45,2%	47,2%
	% of Total	20,8%	26,4%	47,2%
Total	Count	22	31	53
	% within Thinking condition	41,5%	58,5%	100,0%
	% within CV condition	100,0%	100,0%	100,0%
	% of Total	41,5%	58,5%	100,0%

Table 7

Summary results of the binary logistic regression with Thinking Condition, CV Condition and combined interaction as predictors and participants' chosen candidate as dependent variable

Included variables	B	SE
Thinking condition	0.00	0.64
CV condition	-1.53*	0.77
Interaction	0.89	1.02
Constant	-0.20	0.45
$\chi^2(3)=5.90$		

$R^2_{CS}=0.07$, $R^2_N=0.10$

* $p<0.05$

As we can see, when participants were in a CV with age condition, the probability of choosing the older candidate for a job interview was 1.53 higher than choosing the younger candidate. If we compare Tables 4 and 5, we also may see that the percentage of choosing the older and the younger candidate were quite the same within the CV without age condition (%_{older}=55, %_{younger}=46), but it dramatically changed within the CV with age condition (%_{older}=77%, %_{younger}=23%).

We also tested if participants' previous experience with similar activities and recruitment experience had effects on our results, but no significant results were found.

Motives for choosing a candidate

To test if there were differences in relation to the motives in which participants based their selection decision, we conducted a separate 2 x 2 Between Subjects Factorial ANOVA with Thinking Condition and CVs condition as between subjects condition for each motive. No significant results were found.

We present a summary of the overall results among conditions regarding the motives used by participants by order of importance on Table 8. As we can see, the three most important motives were professional experience ($M=6.51$, $SD=0.64$), ideal education ($M=6.19$, $SD=0.87$), and basic education ($M=5.56$, $SD=1.02$).

Table 8

Mean values and standard deviations of the motives that participants chose to base their decision regarding candidates' selection.

Motives	Mean	SD
Professional Experience	6.51	0.64
Ideal education	6.19	0.87
Basic education	5.56	1.02
Fluency in foreign languages	5.32	1.01
University of graduation	4.32	1.68
Consistency within CV dates	4.27	1.62
Classification of courses	4.18	1.45
Payment expectations	3.68	1.46
Age	3.22	1.71
Driver's license	3.16	1.83

Warmth and Competence

After computing the warmth and competence scales, we ran a separate 2 x 2 Between-Subjects Factorial ANOVA with Thinking Condition and CVs Condition as between-subjects condition and each warmth and competence scale as dependent variables (Figures 2 and 3).

In relation to the warmth dimension, no interaction effects were found. Though, a main significant effect of the CV Condition was obtained, regarding older male workers ($F(1,75)=8.586, p<0.01, \eta^2=0.11$). Participants who were in the CV without age condition rated older male workers as warmer ($M=3.66, SD=0.64$) than participants who were in the CV with age condition ($M=3.23, SD=0.64$).

We did not obtain significant results regarding the competence scale.

Figure 2.

Warmth and competence ratings for older male workers among conditions.

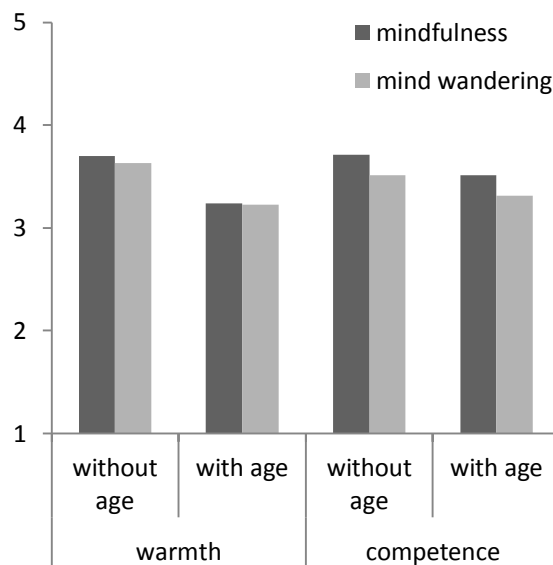
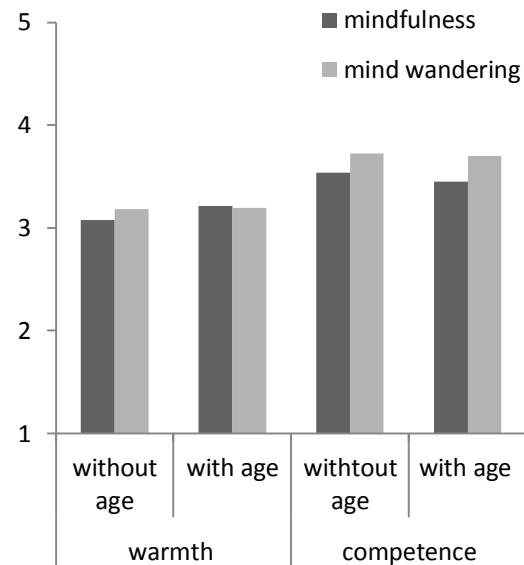


Figure 3.

Warmth and competence ratings for younger male workers among conditions.



CHAPTER IV – DISCUSSION AND CONCLUSION

Our work had the following aims: a) to replicate Vicente (2011) results showing that age presented as information on a CV influences candidates' selection to a job position by participants who did not work in HR positions, and b) to explore how mindfulness may, or may not, impact participants' social judgment and their decision between candidates. Therefore, we will begin this discussion by making an overview of our results. As we do so, we will also be contrasting our hypothesis with our data analysis. After this, we will make some considerations and conclude our work.

First of all, we were successful in our mindfulness manipulation. People who had been in the mindfulness induction condition scored higher in the MAAS state version. However, we must notice that mean differences were not as higher as we wished. In both thinking conditions (mindfulness and mind wandering), participants were in a moderately high mindfulness state (above the mean point of the scale in both conditions), which in part may be responsible for the fact that we did not found as much significant results as we could, as we will see in short by looking further into our results.

Participants also showed acceptable scores of compliance with following the instructions. We found though a main effect of the CV Condition on it - participants who had been in the CV with age condition reported higher compliance. No significant differences were found in relation to the difficulty felt by participants in following the audio instruction, which makes us believe that the instructions were clear.

Our data analysis revealed that there were no interaction effects between our Thinking Condition and CV Condition on the chosen candidate which made us reject some hypothesis. In a mind wandering condition, we hoped that when age was not presented, people would tend to choose more the older candidate (H_{a1}). Our data analysis revealed that, when age was not presented, people's decision was somehow divided between candidates (%_{older}=55%, %_{younger}=46%). In order of this, H_{a1} was rejected. These results also made us reject our hypothesis that, when age was presented, people would tend to choose more the younger candidate (H_{a2}). In addition, we also predicted that, in a mindfulness condition, whether age was presented or not, people would tend to choose the

older candidate (H_{b1}). Since no interaction effect was found between conditions, this hypothesis was also rejected.

We found though a main effect of the CV Condition on the chosen candidate. Our results showed us that, when age was presented, people chose the older candidate 1.5 more times ($B=-1.53$, $p<0.05$). This leaves us with two conclusions: the first is that we replicated the same pattern of Vicente's study, when age was not presented, and the second is that, despite we did not obtained a significant interaction effect, we got the results we wished when age was presented. As Vicente (2011) pointed out, this main effect of the CV Condition reinforces that age is a very important cue on a CV and that it seems to be a more salient cue when compared with other type of data like professional experience. These considerations have serious consequences in the organizational context that we explored. Even though the older candidate's CV was designed to be perceived as having more professional experience, the choice between candidates was divided when age was not presented.

We expected that the underlying motives that based participants' selection would help us understand our obtained results. However, no significant differences were found between conditions and therefore no particular reason seems to offer us a plausible explanation. However, if we look to the mean scores of MAAS state, we see that all participants were in a moderately high state of mindfulness which seems to suggest that we did not have the most adequate control condition. This means that participants were in a moderately high state of mindfulness in every condition which, and according to Brown, Ryan, and Creswell (2007), permitted people to drive their attention to stimulus and facts observed like the presence of the cue "age".

Sear and Vella-Brodick (2013) also suggest that "when individuals are able to regulate their attention and focus on in-the-moment experiences, they are better able to add clarity, vividness and veracity to their recalled experiences and minimise negative biases and overgeneralisations" (p. 1128). In addition, Gendolla and Wicklund (2009) suggest that self-focused attention – as elicited by mindfulness - makes us to try to reduce discrepancies between our behaviour and a relevant standard or norm (Gendolla & Wicklund, 2009). In our case, when people were faced with age related information, they took "age" as a cue

and choose the older candidate because they were able to manage better their thoughts, emotions and behaviours and embrace a social desirable response. Hence, we got in both the mind wandering and mindfulness condition a contrast hypothesis: people were acting in both conditions in a non-prejudiced way and hence, choosing the older candidate. Interestingly this only occurred in the “age present” condition, thus suggesting that age is a fundamental cue anyway to guide behaviour.

To end the contrast between our initial hypothesis and our data analysis, we will now consider the results regarding stereotypical content. Once again, we did not obtain interaction effects and therefore our hypothesis H_{a3} and H_{b2} were rejected. We obtained though a significant main effect of our CV Condition which show us that when age was not presented people tended to judge older people in a more stereotypical way, but not when age was presented. This is consistent with literature (e.g. Cuddy & Fiske, 2002) and offers us also support to the idea that in our study participants tended to counterbalance ageism when face with the cue “age” and therefore chose the older candidate. Once again, this seems in line with the results found regarding the candidate’s choice: when age is present in the CV, older workers are chosen more and they are also perceived in less warmth manner, revealing indeed a pattern of warmth-competence similar to what is rated regarding younger workers (Figures 2 and 3). Hence, it seems that in situations of mindfulness (that in the case of our study seems to have occurred both in the initial mindfulness and mind wandering conditions), age acts as a cue to elicit prejudice against older workers, even by contradicting the strong “doddering but dear” stereotypes (Fiske et al., 2002).

Before we conclude with our study’s limitations and future research considerations, we would like to leave some notes on the implications of ageism within organizations. Ageist stereotypes do exist at work (Davey & Glasgow, 2006; Krings, Sczesny, and Kulge, 2011; van den Heuvel & van Santvoort, 2011) and we must realize that recruiters are no different from other people: they have the same thinking mechanisms as we do. In addition, Krings, Sczesny, and Kulge (2011) showed that both students and HR professionals were age biased and made ageists decisions. Also, as we reviewed earlier, R&S processes may be influenced by procedural behaviour whereas conscious behaviour should take part (Koch & McGrath, 1996). Moreover, it seems that recruiters base their evaluations on whatever is

more salient on each CV (Fritzsche & Brannick, 2002). Therefore, a special awareness and training must be thought in a near future to counteract the impact of stereotypes on important decisions like the ones involved in the R&S processes.

The European Foundation for the Improvement of Living and Working Conditions (2006) emphasize that social partners and policy makers must collaborate in order to dissipate ageism in job recruitment. Some positive propositions were made as we can see by the following excerpts:

a) the use of specially qualified personnel for interviewing and selecting applicants, and of a selection process focused not on age, but rather on skills, competencies and experiences as well as on the individual needs of older applicants, and

b) close co-operation with local recruitment agencies (sometimes with regular site inspections)

European Foundation for the Improvement of
Living and Working Conditions, 2006, p. 7

The European Foundation for the Improvement of Living and Working Conditions (2006) also suggests that for this “age-friendly” recruitment perspective can work, some requirements have to be met like adopting an “age-neutrality” on the part of the recruiting organization and requiring outside assistance from other specialists on employment. These guidelines reinforce the need highlighted by Krings, Sczesny and Kluge (2010): *call for research that investigates mechanisms that drive age discrimination.*

Paying attention to this, we would like now to conclude by identifying some of the limitations of this study. The first, and maybe more important one, was already mentioned before: the need to find better control conditions in the studies that involve mindfulness manipulation. We believe that interaction effects could have been found if mean scores on MAAS state between conditions were bigger. Unfortunately, and regarding our temporal

scope, that could not be done. For this reason, we suggest that it would be interesting to replicate this study in a situation where participants made the choice of candidates without any previous manipulation. In this case, we would have a condition where participants would have to perform their natural process of choice (similar to what happened in the study by Vicente (2011)).

The second limitation that we would like to emphasize is the fact that we simulated an R&S process, in as much as possible controlled way. However, the simulation is only a resemblance of the real situation and therefore people's judgments had no consequences. In the future, a field study will allow us to see if our results are also congruent with observed reality. This study was also made with regular people and in that sense more realistic results will be obtained when using real recruiters as participants.

The third limitation that we want to note is that, as in previous works, this study was only focused on male workers. As also explained before, this decision was made to reduce our experiment complexity, but there are important questions to be answered: are the results replicated within female workers? This is an important issue to be addressed in the future.

Despite the limitations referred above, our study offered some ground-breaking. To our present knowledge, it was the first time that mindfulness was applied to the study of ageism within R&S processes. Our results seem promising to us and we will be looking for continuing to work on them in order to explore unanswered questions and go beyond some of the mentioned limitations.

Also, our general aim was to explore mindfulness as a possible way to prevent ageism in a specific organizational context – R&S – and, even though we are only in the beginning of the journey, we are positive about future developments. We believe that these developments are needed and can be a base for important organizational interventions in order not only to provide fair and equal treatment among candidates to job positions, but also to guarantee that organizations will hire and retain the most suitable workers.

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APPENDICES

Appendix A. Lawyer's Profile

Appendix B. Older male worker's CV

Appendix C. Younger male worker's CV

Appendix D. Study questionnaire

APPENDIX A – LAWYER’S PROFILE

PERFIL

Técnico Superior de Regularização e cadastro

(M/F)

- Licenciatura Pré – Bolonha em Solicitadoria ou Direito. Neste último caso será valorizado uma Pós-Graduação, ou Mestrado em Solicitadoria;
- Experiência na área de cadastro de imóveis, com especial incidência no contacto com Repartições de Finanças e Conservatórias/SIR;
- Valoriza-se alguma experiência na coordenação de equipas;
- Privilegiam-se conhecimentos sobre:
 - Legislação relativa a actos de registo;
 - Fiscalidade associada aos imóveis.
- Valoriza-se conhecimento de Inglês;
- Valoriza-se conhecimento de Word, Excel e Access.

APPENDIX B – OLDER MALE WORKER’S CV



Curriculum Vitae

Mário Fonseca

Lisboa (Portugal)

MáriomnFonseca@gmail.com

Sexo Masculino | Idade 49 anos

Data de nascimento 14/06/1965 | Nacionalidade Portugal

EXPERIÊNCIA PROFISSIONAL

2005–Presente

Advogado/Responsável pelo Departamento Jurídico

Grupo Alfredo Jesus @ - Restauração, Contabilidade, Mediação Imobiliária, Construção Civil, Informática e Central de Negócios

Assessor Jurídico/ Responsável pelo Departamento Jurídico e Contencioso do Grupo empresarial designado por "Grupo Alfredo Jesus @ ", constituído por 20 empresas (que representam actualmente um universo laboral composto por aproximadamente 300 trabalhadores) dedicadas às áreas da restauração, contabilidade, informática, gestão de negócios, construção civil e mediação imobiliária, tendo como funções a responsabilidade pela assessoria jurídica das várias actividades, imobiliário e de todo o contencioso.

2000–2005

Advogado

BP Portugal – Comércio de Combustíveis e Lubrificantes, S.A.

Assessor Jurídico na BP Portugal – Comércio de Combustíveis e Lubrificantes, S.A. tendo como principais funções:- Regularização do património imobiliário da empresa (nomeadamente após a integração de todos os postos de abastecimento Mobil @) e acompanhamento dos processos de venda, arrendamento, locação financeira. - Elaboração de contratos de apoio a todas as áreas de actividade da empresa;- Cobrança de dívidas;- Elaboração de defesas escritas (administrativas e judiciais) em processos contra-ordenacionais;- Assessoria jurídica aos vários negócios da empresa.

1991–2000

Advogado – Técnico de Regularização e Cadastro

Escritório de advogados em regime de avença com Banco Santander Totta

- Regularização e cadastro de imóveis (fase de pré abertura – titagem ao imóvel); regularização de ónus; averbamentos nas finanças do sujeito passivo; medição de plantas e inserção dos dados em sistema informático; avaliações; obtenção de toda a documentação referente ao imóvel objecto de transacção; IMI; rectificação de áreas; contactos com CRP e finanças.
- Contratação: obtenção da documentação para efeitos de realização das escrituras públicas/ contratos de compra e venda, dos imóveis da propriedade do Banco Santander Totta, adquiridos por dação em cumprimento, vendas judiciais e outros;
- Presença em leilões para venda dos referidos imóveis;
- Representação do Banco Santander Totta nas escrituras públicas/contratos de compra e venda enquanto parte vendedora.

EDUCAÇÃO E FORMAÇÃO

1989–1991

Aprovado

Advogado estagiário - Estágio Profissional para acesso à Ordem dos Advogados

1987–1989 **15 valores**

Universidade Lusófona, Lisboa (Portugal)

MBA em Gestão de Empresas

Conjuntura e Política Económica; Métodos Matemáticos de Previsão; Marketing Estratégico; Gestão Financeira da Empresa; Contabilidade e Análise Financeira; Logística e Distribuição; Marketing Internacional; Sistema de Informação na Empresa; Técnicas de Motivação, Negociação e Liderança; E-Business; Instrumentos e Controlo de Gestão; Estratégia Empresarial; Gestão das Operações e da Produção

1983–1987 **15 valores**

Universidade de Lisboa, Lisboa (Portugal)

Licenciatura em Direito - Ramos de Ciências Jurídicas

COMPETÊNCIAS PESSOAIS

Língua materna português

Outras línguas

	COMPREENDER		FALAR		ESCREVER
	Compreensão oral	Leitura	Interação oral	Produção oral	
Inglês	C1	B1	B2	B1	B1

Níveis: A1/A2: Utilizador básico - B1/B2: utilizador independente - C1/C2: utilizador avançado

[Quadro Europeu Comum de Referência para as Línguas](#)

Competências de comunicação

Espírito de Equipa. Boa capacidade de decisão, argumentação (escrita e oral), persuasão e mediação de conflitos ou negocial, adquirida no decurso do exercício da profissão e no decorrer da actividade de formação profissional.

Competências de organização

Boa capacidade de organização e liderança (Coordenação entre o departamento jurídico e os restantes departamentos da empresa – Administração, Negócios, Recursos humanos, Contabilidade, Marketing...) Gestão de empresa de formação profissional; Sentido de organização; Elevada capacidade de auto-crítica e auto-avaliação; Capacidade de gestão de equipas.

Competências informáticas

Domínio em Software Office (Word, Excel, PowerPoint, ferramentas de internet ...)

Carta de Condução B

APPENDIX C – YOUNGER MALE WORKER’S CV



INFORMAÇÃO PESSOAL

Curriculum Vitae

João Vieira

Lisboa (Portugal)

VieiraJoao@gmail.com

Sexo Masculino | **Idade** 28 anos

Data de nascimento 15/10/1985 | **Nacionalidade** Portuguesa

POSTO DE TRABALHO A QUE SE CANDIDATA

Técnico Superior de Regularização e Cadastro Imobiliário

EXPERIÊNCIA PROFISSIONAL

01/06/2010–Presente

Advogado

ERA Imobiliária - Mercaplaça Sociedade de Mediação Imobiliária

Acompanhamento e coordenação de processos de aquisição de imóveis, análise da documentação e respectiva legalização através da execução de actos de inscrição, registos, averbamentos, averbamentos à descrição, cancelamento de ónus nomeadamente hipotecas e penhoras, rectificação de áreas, exercício do direito legal de preferência e liquidação de I.M.T e I.S, entre outras funções. Contacto com Entidades Oficiais tais como, Câmaras Municipais, Serviços de Finanças, Conservatórias de Registo Predial (Serviço Casa Pronta), IGESPAR, Cartórios, Bancos. Tramitação processual até à escritura de compra e venda.

01/01/2008–01/05/2010

Técnico Superior - Jurista na Área da Justiça Tributária e Património

Grupo Alves Ribeiro

Advogado do Grupo Alves Ribeiro nas áreas do Direito Administrativo, Empreitadas, Direito do Imobiliário (Arrendamentos, registos e Centros Comerciais), Fiscalidade do Património, Contratação Pública, Direito do Urbanismo e Direito do Ambiente, Parcelas Público - Privadas, bem como ao nível do acompanhamento jurídico da actividade diária da empresa, nos campos do direito civil, direito comercial, contratos, contra-ordenações e apoio aos diversos departamentos da empresa, designadamente, o departamento financeiro, marketing e comunicação e produção.

EDUCAÇÃO E FORMAÇÃO

15/01/2007–31/12/2008

Advogado - Estagiário

Escritório de Advogados, Lda.

Estágio completo - Tratamento de questões jurídicas em diversas áreas, em particular, análise de questões jurídicas de Direito das Coisas (legalização de Imóveis), Direito Bancário (Crédito Hipotecário) e Segurador (Ramo Vida e Não Vida).

09/2003–11/2007

15 valores

Universidade de Lisboa - Faculdade de Direito, Lisboa (Portugal)

Licenciatura em Direito

COMPETÊNCIAS PESSOAIS

Língua materna Português

Outras línguas

COMPREENDER		FALAR		ESCREVER
Compreensão oral	Leitura	Interação oral	Produção oral	
B2	B2	B1	B1	C1

Níveis: A1/A2: Utilizador básico - B1/B2: utilizador independente - C1/C2: utilizador avançado
[Quadro Europeu Comum de Referência para as Línguas](#)

Competências de comunicação	Bom relacionamento interpessoal e gosto pelo trabalho em equipa; Capacidade de adaptação; Boa capacidade de comunicação com Colegas, Colaboradores e Clientes
Competências de organização	Iniciativa e Autonomia; Forte sentido de responsabilidade e organização; Pontualidade e assiduidade
Competências relacionadas com o trabalho	Curso de Inglês técnico da Faculdade de Direito da Universidade de Lisboa
Competências informáticas	Curso de Informática (Certificados apresentados mediante pedido)
Carta de Condução	B

APPENDIX D – STUDY QUESTIONNAIRE



Instituto Universitário de Lisboa

MESTRADO
PSICOLOGIA SOCIAL E DAS ORGANIZAÇÕES

Bem-vindo(a) ao nosso estudo sobre Recrutamento e Selecção

Mestranda
Vanessa Dias

Orientadora:
Prof.ª Dr.ª Sibila Marques

Seguinte >>

O **Recrutamento e Selecção** é um processo importante para as empresas. O sucesso destas depende, aliás, da qualidade dos trabalhadores recrutados e dos seus respectivos perfis.

A sua participação neste estudo¹ **ajudar-nos-à** a compreender quais as características que permitem avaliar a qualidade de currículos profissionais, por forma **a podermos desenhar, no futuro, processos de Recrutamento e Seleccção mais eficazes.**

Uma vez que estamos exclusivamente interessados na sua opinião pessoal, para cada questão deve assinalar a resposta que mais reflectir a sua opinião. Deste modo, **NÃO existem respostas certas ou erradas.**

A sua participação é anónima, por isso não serão analisados quaisquer dados pessoais. Por forma a garantir a seriedade e o rigor científico do estudo, siga, por favor, todas as instruções que lhe serão apresentadas ao longo do questionário.

Requisito de participação:

- Ter entre 20 e 50 anos

1) Este estudo está integrado num projecto final de investigação para conclusão de Mestrado em Psicologia Social e das Organizações, sendo da responsabilidade do Departamento de Psicologia Social e das Organizações do Instituto Superior de Ciências do Trabalho e da Empresa - Instituto Universitário de Lisboa. Em necessidade de contacto, por favor, envie um e-mail para vcrds@iscte.pt

Aceita participar neste estudo?

A resposta a esta questão representa a sua decisão de participar ou não participar neste estudo. Ao responder, está a decidir sobre a sua participação, tendo lido a informação acima.

- ☐ Sim
☐ Não

Nesta primeira fase do estudo, vamos apresentar-lhe uma instrução audio.

Esta instrução tem como objectivo ajudá-lo(a) a perceber a realidade de uma forma totalmente consciente do momento presente.

Por favor:

- certifique-se de que se encontra confortável e calmo(a);
- utilize auscultadores/headphones durante o processo;



Saberá que chegou ao fim quando ouvir o som de uma taça tibetana. Nesse momento, poderá continuar a responder.

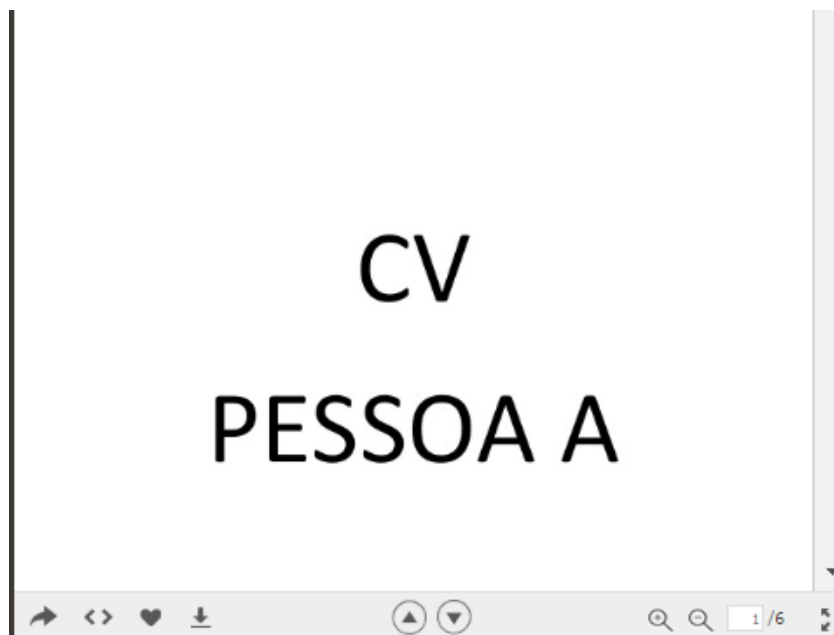
Nesta segunda fase do estudo, ser-lhe-à apresentado:

- um anúncio de emprego com um perfil correspondente à função de **TÉCNICO DE ADVOGADO**;
- dois Curricula vitae (CVs).

Dos dois CVs apresentados mais abaixo, **terá de seleccionar um dos candidatos, com base no seguinte perfil:**

Técnico Superior de Regularização e cadastro (M/F)

- Licenciatura Pré – Bolonha em Solicitadoria ou Direito. Neste último caso será valorizado uma Pós-Graduação, ou Mestrado em Solicitadoria;
- Experiência na área de cadastro de imóveis, com especial incidência no contacto com Repartições de Finanças e Conservatórias/SIR;
- Valoriza-se alguma experiência na coordenação de equipas;
- Privilegiam-se conhecimentos sobre:
 - Legislação relativa a actos de registo;
 - Fiscalidade associada aos imóveis.
- Valoriza-se conhecimento de Inglês;
- Valoriza-se conhecimento de Word, Excel e Access.



Depois de analisados os perfis, gostaríamos de saber a sua opinião relativamente a algumas questões.

Já fez recrutou e/ou seleccionou alguém para uma função semelhante?

- ☐ Sim
- ☐ Não

Se tivesse que escolher um entre os dois candidatos apresentados para entrevista, qual escolheria?

Mário Fonseca



João Vieira



Gostaríamos de saber a sua justificação para a escolha desse candidato. Para os motivos que indicamos abaixo, indique, por favor, numa escala de **1 (nada importante)** a **7 (muito importante)**, o quão importante foi para si cada um deles, na sua tomada de decisão.

	Nada importante					Muito importante	
	1	2	3	4	5	6	7
Carta de condução	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Universidade em que se licenciou	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formação ideal para o cargo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formação elementar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Média(s) do(s) curso(s) de Licenciatura	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expectativas de remuneração	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Idade	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consistência nas datas apresentadas no CV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fluência em línguas estrangeiras	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experiência	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

De seguida, pedimos-lhe que pense sobre em que medida a sociedade portuguesa considera que os grupos «**HOMENS trabalhadores MAIS VELHOS**» apresentam as seguintes características:

	De modo nenhum				Muitíssimo
	1	2	3	4	5
Capaz	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eficiente	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competente	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inteligente	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Capaz de perceber as próprias competências	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sincero	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Boa índole	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Benevolente	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amigável	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

De seguida, pedimos-lhe que pense sobre em que medida a sociedade portuguesa considera que os grupos «**HOMENS trabalhadores MAIS NOVOS**» apresentam as seguintes características:

	De modo nenhum				Muitíssimo
	1	2	3	4	5
Capaz	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eficiente	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competente	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inteligente	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Capaz de perceber as próprias competências	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sincero	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Boa índole	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Benevolente	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amigável	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Em baixo encontra-se um conjunto de afirmações sobre a sua experiência inicial neste estudo, quando ouviu a instrução áudio. Usando a escala que se segue, indique por favor quão frequentes foram estas experiências para si, ou não. Por favor responda de acordo com o que realmente reflectiu a sua experiência e não com o que pensa que a sua experiência deveria ter sido. Considere cada item separadamente dos restantes.

Escala de 0 (nada) a 6 (muitíssimo).

	Nada			Um pouco			Muitíssimo
	0	1	2	3	4	5	6
1. Estava a achar difícil permanecer concentrado(a) no que estava a acontecer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Estava a fazer algo sem prestar atenção.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Estava preocupado(a) com o futuro ou o passado.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Estava em "piloto automático", sem muita atenção consciente do que estava a fazer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Estava a apressar a experiência, sem prestar muita atenção à mesma.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Em baixo encontra-se um conjunto de afirmações sobre a experiência do seu dia-a-dia. Usando a escala que se segue, indique por favor quão frequentes são estas experiências para si, ou não. Por favor responda de acordo com o que realmente reflecte a sua experiência e não com o que pensa que a sua experiência deveria ser. Considere cada item separadamente dos restantes.

Escala de 1 (quase sempre) a 6 (quase nunca).

	Quase sempre (1)	Muito frequente (2)	Relativamente Frequente (3)	Relativamente Infrequente (4)	Muito infrequente (5)	Quase nunca (6)
1. Posso estar a sentir uma emoção e só ter consciência disso mais tarde.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Parto ou entomo coisas por descuido, por não prestar atenção ou por estar a pensar noutra coisa qualquer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Acho difícil permanecer concentrado(a) no que está a acontecer no momento presente.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Costumo andar depressa para chegar onde vou, sem prestar atenção ao que vou a sentir pelo caminho.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Geralmente não me apercebo de sensações de tensão física ou desconforto, até que estas realmente agarrem a minha atenção.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Quase sempre (1)	Muito frequente (2)	Relativamente Frequente (3)	Relativamente Infrequente (4)	Muito infrequente (5)	Quase nunca (6)
6. Esqueço-me do nome de uma pessoa quase no momento em que mo dizem pela primeira vez.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Parece que funciono em "piloto automático", sem muita atenção consciente do que estou a fazer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Realizo apressadamente as minhas actividades, sem prestar muita atenção ao que faço.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Fico tão focado(a) no objectivo que quero alcançar que perco o contacto com o que faço momento a momento para o alcançar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Faço trabalhos e tarefas automaticamente, sem ter muita atenção consciente ao que estou a fazer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Dou por mim a ouvir alguém sem grande atenção e a fazer outra coisa qualquer ao mesmo tempo.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Conduzo em "piloto automático" e, por vezes, pergunto-me como cheguei àquele sítio.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Dou por mim preocupado(a) com o futuro ou o passado.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Dou por mim a fazer algo sem prestar atenção.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Petisco sem estar consciente de que estou a comer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

De **1 (de modo nenhum)** a **7 (completamente)**, até que ponto seguiu a instrução audio no início do estudo?

1 (de modo nenhum)	2	3	4	5	6	7 (completamente)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

De **1 (de modo nenhum)** a **7 (completamente)**, até que ponto achou difícil seguir a instrução audio, no início do estudo?

1 (de modo nenhum)	2	3	4	5	6	7 (completamente)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

O que achou desta experiência (ouvir a instrução)?

Nesta fase do estudo, vamos pedir que nos indique alguns dados sócio-demográficos.

Idade:

Sexo:

Masculino

☐

Feminino

☐

1

Nº de anos de escolaridade:

Nível máximo de escolaridade atingido:

- ☐ Não frequentou a escola
- ☐ Primária completa
- ☐ 6º ano
- ☐ 9º ano
- ☐ 12º ano
- ☐ Ensino Superior Universitário / Politécnico

Situação profissional actual:

- ☐ Empregado
- ☐ Desempregado
- ☐ Desempregado, mas já trabalhei

Alguma vez exerceu a função de recrutar e/ou seleccionar pessoas para um determinado posto de trabalho?

- ☐ Sim
- ☐ Não

Alguma vez participou em actividades ou experiências semelhantes à instrução audio que escutou no início deste estudo?

- ☐ Sim
- ☐ Não

Agradecemos a sua participação neste estudo.

Uma vez que a ética e o rigor científicos são muito importantes para nós, gostaríamos que disponibilizasse alguns segundos mais para ler com atenção a **informação importante que se segue**.

Dado o contexto experimental em que este estudo se insere, foi necessário manipularmos alguns aspectos do mesmo. Deste modo, o nosso objectivo foi recolher dados que nos permitissem estudar se a IDADE, quando presente num Curriculum vitae, afecta, ou não, a tomada de decisão das pessoas em contexto de recrutamento e selecção, tendo em conta duas condições diferentes: instrução mindful e instrução de pensamento livre.

Assim, no início do estudo, foi-lhe atribuída aleatoriamente uma de duas situações, antes da análise de dois CVs fictícios:

- uma instrução audio onde a sua capacidade de foco e atenção para o momento Presente foram estimulados, OU
- uma outra instrução audio onde a sua capacidade de foco e atenção foram alvos de dispersão, através do pensamento livre.

Com este estudo, esperamos vir a demonstrar que na primeira condição (instrução mindful) há uma menor ou nenhuma tendência para o idadismo (discriminação em função da idade) em contexto de selecção e recrutamento, uma vez que este tipo de instrução tem sido associada a uma maior capacidade de auto-regulação e gestão de processos automáticos.

Com este estudo, esperamos vir a demonstrar que na primeira condição (instrução mindful) há uma menor ou nenhuma tendência para o idadismo (discriminação em função da idade) em contexto de selecção e recrutamento, uma vez que este tipo de instrução tem sido associada a uma maior capacidade de auto-regulação e gestão de processos automáticos.

Deste modo, esperamos que as pessoas tomem decisões:

- menos idadistas, quando em condições que lhes permitem estar mais focadas e atentas no momento presente;
- mais idadistas, quando em condições em que o seu foco e atenção não estão orientados para o momento Presente.

O seu contributo:

A sua participação neste estudo ajudar-nos-á a compreender se existe idadismo nas tomadas de decisão em contexto de recrutamento e selecção, como também se é possível vir a intervir no futuro, através de exercícios de mindfulness, no combate ao idadismo neste contexto e na criação de processos de recrutamento e selecção mais eficazes e justos.

Participação e divulgação:

Tendo participado uma vez neste estudo, pedimos-lhe que não volte a participar no mesmo, no futuro, por forma a ser possível garantir o rigor científico do mesmo. Pelo mesmo motivo, é igualmente importante que **não revele os verdadeiros objectivos e conteúdos do estudo a terceiros**.

Mais informações:

Se pretender saber mais informações acerca deste estudo, bem como enviar os seus comentários e/ou sugestões, por favor, entre em contacto por e-mail para vcrrds@iscte.pt